

Name: _____

Section: _____

Assessment Plan/Reflection

Goal for the session: Assess her attitude**You might want to say more- attitude towards what part of reading? towards reading**

Date: 2-9-09

Assessment Activities

Approximate time

The first thing I'm going to do is ask Monica about her weekend. She told me she was going to her friends sleepover birthday party, and she seemed really excited about it. **You are positioning her as an equal here, and are acknowledging her interests. Your next survey, does not maintain this positionality for her. You are taking a formal testing position with her. I want you to think about is this something that you are really wanting to do in your first session with her? How might you discover these same things in another way that positions her differently.**

3 minutes

The next thing I'm going to do is have her take a reading survey. First I'm going to explain to her that she can take all the time she needs and that she isn't being graded, so that she will answer honestly. **You assume that just because there is no grade that she will answer honestly- remember your readings and our course discussions on school discourse. How does this position both her and you?** I will then discuss her answers in greater detail for number 5,11, and 18. **Which survey are you thinking about here? I will need you to resubmit with the details of this survey, if you decided to keep it, so I can determine appropriateness. You can do a survey, I just want you to think about all the angles.**

7-10 minutes

She told me that she was going to bring the book that she was reading to our visit. I'm going to have a casual conversation about it. What it's about, why she likes it, what she thinks is going to happen next, ect. **Is this a book that you are going to to continue to work from? This book- given that it was her choice could provide you with some insight to her ideas of herself as a reader, as well as reading in general.**

3-5 minutes

The book that she brought is a chapter book, but I don't know how well she can read it. Therefore, I'm going to have her find her favorite part and read the section to me so I can get a basic understanding of her fluency, rate, and pitch. **Are you planning on taking a running record or doing a miscue analysis?**

5-10 minutes

Closure: My closure will be having Monica read her favorite part of the book out loud to me. **This is part of your lesson- perhaps the closure would be talking about what you just read?**

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Possible Problems: One problem I see happening is her trying to put the answers she thinks I want to see while answering the survey. I think by asking her further questions about them will help clarify how she really feels. Another possible problem is that it may take a long time to find a part she wants to read. If this happens, I'll casual tell her she can read where she left off instead if she likes. If she forgot the book, I'll have her grab another book from the class that she has read. **Are you going to have her go back to class to get this? I might suggest having options with you for her to choose from instead.**

Materials:

-Survey **Need to be more detailed here. Which one?**

Reflection: Write about how your implementation did and/or didn't meet your expectations. What went well? What didn't? Why? What might you do differently next time? What did you learn about your student, both as a reader/writer, and as a human being?

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